**Lesson Plan Format**

**Teacher Candidate:** Lannie Bass

**Grade Level:** 5th  **Date of lesson:** November 27, 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Students summarize the key events of the era they are studying and explain the historical contexts of those events.

As a result of this lesson, students will be able to effectively convey information they have learned about the Harlem Renaissance through research using an exhibit.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students are familiar with exhibits based on class discussion, class exhibit rubric and a virtual exhibit online.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will be able to work together in groups to collectively convey/present information they’ve gathered and organized about the Harlem Renaissance using a classroom museum exhibit.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Assessment will be based on student contribution to their group and reflection journal responses. Students will also be assessed on their group exhibit based on a rubric.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Computers

Internet

Photo: [*Jeunesse*](http://www.artlex.com/ArtLex/h/images/harlem_hayden_jeunesse_lg.jpg) by Palmer Hayden

Classroom Museum Exhibit Rubric

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Guided Practice: Students will demonstrate understanding of the Harlem Renaissance by presenting a group presentation.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Begin by asking students if they had any questions about what we learned the day before. After all questions are answered, I would hold up a photograph entitled [*Jeunesse*](http://www.artlex.com/ArtLex/h/images/harlem_hayden_jeunesse_lg.jpg) by Palmer Hayden. I will express to the class that this and works by many other artists of the Harlem Renaissance were influenced by their enjoyment of jazz, an often improvisational [musical](http://www.artlex.com/ArtLex/Mol.html#anchor98267) form developed during the 1920s by African Americans and influenced by European harmonic structure and African rhythmic complexity. Jazz can be identified by its characteristic blues rhythms and distinctive speech intonations. Harlem has long been an important center for jazz. Palmer Hayden could have seen such [dancing](http://www.artlex.com/ArtLex/d/dance.html) as this at the Savoy, which was Harlem's most famous jazz club.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

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|  | |  | | --- | |  | |  | |  | |  |  | |  |  |  1. Model for students how to present their exhibits to the class.   Minilesson: Ask students, “what are characteristics of effectively presenting a presentation”?   * Allow students to give their interpretation on what consists of a good presentation. * Tell students to think about things such as: projecting their voices, eye contact with their audience, knowing the information they are presenting etc. * After the class has come up with a good list of good presentation tips, express to them that those things are expected of them when they are doing their presentations. They should keep all of these factors in mind and encourage each other (peers) to do the same.  1. Allocate 15-20 minutes for groups to put the last finishing touches on their exhibits and gather their thoughts. 2. Do a walk around, answer any questions or concerns that students may have. 3. Randomly select each group to go to the front of the classroom and present their exhibits. 4. After each group has presented, ask them to use the class museum rubric and rate themselves (as a group). 5. Based on the information they have been learning for the past week, ask students various questions just to see if they really comprehended the material.  * How did the Harlem Renaissance come about? How did it end? * How did the Harlem Renaissance groups establish a sense of community and empowerment for African Americans? * How did the Harlem Renaissance transform/influence a largely segregated and racist society? * How did music, poetry and art influence the music, poetry and art of today? (in your own opinion) |
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|  | 1. Any additional questions, concerns or confusion on the Harlem Renaissance can be addressed during this time. |
|  | 1. Lastly, students will be allowed 15 minutes to write down something that they want to share with anyone about what they have learned (as many as they want) and additional questions that they may have for me in their reflective journals. |
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**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.

Students are encouraged to share what they have learned about the Harlem Renaissance to someone. (parents, friends, etc.) Explain to them that this period in time was and still is very important. In order to understand the present, you have to first understand the past.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | 1. Madison is a, gifted student but has trouble staying on task. 2. She often gets distracted and forgets what she is should be doing. She also has trouble transitioning. | I will make sure that Madison is aware of the class schedule that is written on the board. When it is time to transition to the next activity, either her peers or myself can help her stay on track. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?